



## SOCIAL & EMOTIONAL LEARNING DIAGNOSTIC TOOL

### ASSESSMENT OF LAGGING SKILLS AND UNSOLVED PROBLEMS<sup>1</sup>

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

#### LAGGING SKILLS (Please select no more than 3 lagging skills)

- \_\_\_\_\_ Difficulty handling transitions, shifting from one mindset or task to another
- \_\_\_\_\_ Difficulty doing things in a logical sequence or prescribed order
- \_\_\_\_\_ Difficulty persisting on challenging or tedious tasks
- \_\_\_\_\_ Poor sense of time
- \_\_\_\_\_ Difficulty reflecting on multiple thoughts or ideas simultaneously
- \_\_\_\_\_ Difficulty maintaining focus
- \_\_\_\_\_ Difficulty considering the likely outcomes or consequences of actions (impulsive)
- \_\_\_\_\_ Difficulty considering a range of solutions to a problem
- \_\_\_\_\_ Difficulty expressing concerns, needs, or thoughts in words
- \_\_\_\_\_ Difficulty understanding what is being said
- \_\_\_\_\_ Difficulty managing emotional response to frustration so as to think rationally
- \_\_\_\_\_ Chronic irritability and/or anxiety significantly impede capacity for problem-solving or heighten frustration
- \_\_\_\_\_ Difficulty seeing the "grays"/concrete, literal, black-and-white, thinking
- \_\_\_\_\_ Difficulty deviating from rules, routine
- \_\_\_\_\_ Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- \_\_\_\_\_ Difficulty shifting from original idea, plan, or solution
- \_\_\_\_\_ Difficulty taking into account situational factors that would suggest the need to adjust a plan of action
- \_\_\_\_\_ Inflexible, inaccurate interpretations/cognitive distortions or biases (e.g., "Everyone's out to get me," "Nobody likes me," "You always blame me," "It's not fair," "I'm stupid")
- \_\_\_\_\_ Difficulty attending to or accurately interpreting social cues/poor perception of social nuances
- \_\_\_\_\_ Difficulty starting conversations, entering groups, connecting with people/lacks other basic social skills
- \_\_\_\_\_ Difficulty seeking attention in appropriate ways
- \_\_\_\_\_ Difficulty appreciating how his/her behavior is affecting other people
- \_\_\_\_\_ Difficulty empathizing with others, appreciating another person's perspective or point-of-view
- \_\_\_\_\_ Difficulty appreciating how s/he is coming across or being perceived by others

#### UNSOLVED PROBLEMS (specify on back as needed)

##### SCHOOL

- \_\_\_\_\_ Shifting from one specific task to another
- \_\_\_\_\_ Getting started on/completing class assignment
- \_\_\_\_\_ Interactions with a particular classmate/teacher
- \_\_\_\_\_ Behavior in hallway/at recess/in cafeteria/on school bus/waiting in line
- \_\_\_\_\_ Talking at appropriate times
- \_\_\_\_\_ Specific academic tasks/demands, e.g., writing assignments
- \_\_\_\_\_ Handling disappointment/losing at a game/not coming in first/not being first in line

<sup>1</sup> ©Center for Collaborative Problem Solving, 2008

**OBSERVABLE DATA & INTERPERSONAL STRENGTHS****Important Observable Data**

Specify Unsolved Problem (from pg. 1)

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Additional needs (i.e. health, sensory issues, medical, learning accommodations)

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General Interests. What does he/she like to do?

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**Interpersonal Strengths**

Relationships with Peers. With whom does he/she relate well? How can you tell? Identify formal and informal relationships (i.e. classwork, lunch, passing, afterschool).

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Relationships with Adults. With whom has he/she experienced success? How can you tell? Identify formal and informal relationships (classroom teacher, coach, support staff).

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